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Not only must a teacher in a correctional setting be aware that typical inmates have been economically deprived, share social and moral values with the lower class, and are educationally deficient, he must also be aware of his many roles. As a friend, he should counsel, listen, accept the student as a person, and help him solve his problems. As a "doctor," he should diagnose and prescribe for the student's learning difficulties, emphasize individual needs, and stress applications and practice specific knowledge. As a manager, he should supervise, motivate, and reward. He should plan and organize group and individual instruction. He can combine group and individual instruction by using programed lectures, films, and games. In the Draper Project, a PerceptoScope (an all-purpose, visual-aid instrument) was used with particular success in a reading program. All teachers involved with correctional education should receive in-service training to teach them techniques in counseling and human relations as well as in job analysis and lesson plans. This in-service training is essential to the growth and development of the teacher and of the offenders whom he will teach. (CG/MF)

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Monograph

# THE ROLES OF THE TEACHER FOR THE EFFECTIVE USE OF PROGRAMMED INSTRUCTION IN A CORRECTIONAL SETTING

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conducted by

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## Preface

The experiences described in this monograph occurred in an experimental-demonstration project which is operated under a contract with the Office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act.

The Draper project, which has been in operation since September of 1964, serves an incarcerated youthful offender population which may be described as society's "disadvantaged youth," particularly from the standpoint of employability. Its purpose is to provide a special program for the selection, counseling, testing, assessment, training, placement, and follow-up of inmates whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction and several allied training methods are being developed and used to instruct the inmates in an effort to overcome their defeatist attitudes and to reduce the vocational training time without sacrifice of quality or quantity.

In order to make its findings beneficial to other prison systems and similar training programs for the disadvantaged, the Draper project is currently preparing guidelines for dissemination and utilization. While Government sponsors encourage E&D projects to express their own judgment freely, the points of view or opinions stated in this report do not necessarily represent the official position or policy of the Department of Labor.

# THE ROLES OF THE TEACHER FOR THE EFFECTIVE USE OF PROGRAMMED INSTRUCTION IN A CORRECTIONAL SETTING[1]

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There are several roles a teacher must play well if programmed instruction (P.I.) is to be used effectively in a correctional setting. Before the teacher's roles with offender students can be adequately discussed, however, brief mention should be made of the characteristics and needs of typical inmates.

## TRAITS AND CHARACTERISTICS OF THE OFFENDER

Most members of an offender population have been economically deprived for the greater part of their lives. One Draper trainee's home in which we visited closely resembled a chicken coop and was complemented by the oft-depicted "outhouse" which served the family, however inadequately, as a bathroom. In homes such as this one, it is not uncommon to find that several members of the family sleep in the same room, some of them on the floor. Circumstances which have led members of such an environment to accept middle-class standards are the unusual; more often their social and moral values are strictly those of the lower class of society. Prostitution is common. There is little or no stigma attached to incest which occurs frequently, especially among in-laws.

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[1] Presented at the 15th Annual Correctional Education Association Conference, Chicago, Illinois, November 12, 1966.

The offender is usually as educationally deficient as he is economically deprived. One sometimes has difficulty in discerning whether the lackadaisical achievement of the typical inmate is the result of his being educationally deprived or mentally or emotionally retarded. One 18 year-old boy whom we had in training appeared to be retarded in every way. When he first came to prison, he was unable to read or to write. Occasions on which he even spoke to anyone were rare, for he isolated himself from other inmates. The boy appeared to be so emotionally disturbed that he was incapable of responding to those who tried to communicate with him. He would not answer questions asked him, nor would he work in class. Ordinarily, this student would have been given up as hopeless and completely uneducable, but something happened which might be considered by some as a miracle. For the first time in the boy's life, someone became interested enough to patiently guide him through the struggle of learning to read and write.

To keep this student working was a difficult job, but as he improved in his ability to read and write, his emotional disturbance gradually decreased. He even learned some elementary arithmetic before he was finally paroled to a vocational rehabilitation workshop where he was able to work and, for another first time in his life, earn a small amount of money.

Often, a student from a poverty-stricken background may be found to have a very low I.Q. when tested, not because he is mentally retarded but because he has not been exposed to the middle-class values and knowledge that are assumed in the makeup of most mental maturity examinations. A trainee in our welding course who was doing quite well in shop performance encountered difficulty with his classwork because he

read very poorly. Yet, he was capable of understanding and retaining subject matter which was read aloud to him. With the guidance of his instructor and a college student who each read to him or gave oral instructions, this student graduated at the top of his class, earning the best grades in both class and shop work. Of course, his tests had to be administered orally, a task which called for a great deal of individual attention. But the trainee's ability to graduate and obtain a job in which he could earn $3 per hour was a rewarding return on the staff members' investment of time and effort. These extreme cases are cited to indicate what can be accomplished with inmate students who lack basic education, vocational training, and personal-social skills.

## ROLES OF THE TEACHER

It should be emphasized that a teacher who works with inmate students must be ready to play many roles if his instructional program is to be effective. Three basic roles which such a teacher will play are those of friend, "doctor," and manager.

### Friend

The instructor, as a friend, assumes the role of a counselor who knows how to ask the student questions which will reflect to the student his interest and concern. By asking questions, a friendly instructor not only learns facts but also discovers facets of the trainee's personality and emotional makeup which will guide him in establishing the kind of relationship he and the student should have. As the student answers such questions, he is often relieved of pent-up emotions, and very likely he will develop some insight into his own makeup.

So, too, will a friendly instructor listen to the student in an effort to understand his personality. An instructor who is interested enough in a student to listen carefully to his answers will reflect to that student a feeling of acceptance. It is especially important to the disadvantaged student that his instructor accept him as a person, without judging him or condemning him for past failures. An instructor who is a friend is able to do this, even though he conveys to the student that he does not approve of actions which are illegal or immoral.

To help a student solve his problems is another responsibility of the friendly instructor. By at least reflecting sympathy, the instructor can call the student's attention to the fact that there are possibly several solutions to his dilemma and thus guide the student to make decisions in his own best interest. We have found that many offenders are characterized by an idea that there is an "only one fatal" solution to a problem. Usually they expend all of their energies trying to accommodate their lives to the only solution they can visualize, but if they are taught to search for several possible solutions before making a decision in a given area, perhaps they can be led to generalize such problem-solving techniques and become able to make more intelligent decisions in all areas of their lives. If an instructor lacks the training to effectively counsel a student, then he should by all means be willing to refer the student to a counselor who is trained.

"Doctor"

In some educational programs, a counselor and an instructor function coordinately in the role of "doctor." When a counselor is available,

there should be close cooperation between him and the instructor. Both of them, as the "doctor," will diagnose and prescribe for the student's learning deficiencies. Treatment and cure for the student's learning deficiencies will be primarily the responsibility of the instructor with the counselor serving in a supportive role.

There are certain basic requirements for diagnosing learning deficiencies. The results of several types of tests, such as achievement, I.Q., personality, and occupational interest, will indicate only a few symptoms of what is lacking in the trainee's educational development. The "doctor," whether he is instructor, counselor, or both, should interview the student and others with whom the student has been closely associated, such as parents, friends, former employers, and teachers. Further, the student should be observed in class, in carrying out shop assignments, and during his involvement in prison activities. When the instructor and counselor coordinate the information gathered from test results, interviews, and observations, these "doctors" will then have enough information to diagnose at least some of the student's deficiencies. For example, results of tests indicated that one student whom we had in our bricklaying class was deficient in arithmetic. In order to pinpoint exactly what areas of arithmetic he needed most, we observed his work in class and interviewed his instructor. We learned that this boy was unable to use a scale ruler which, of course, indicated that he could not do fractions. Following this clue, a short course in fractions was prescribed for him in order to cure his inability to read the scale ruler.

The student's deficiencies must be determined as precisely as possible before a prescription for his treatment can be written. Of course, the prescription should recommend specific treatment for the academic, vocational, and personal-social needs of each individual. No two students would be given the same prescription. Students may take some of the same subjects, but the subjects may or may not be taught to a group of students as a whole.

Basic education in the areas of mathematics and language arts should be prescribed to fit the individual needs of the student. Occupational training and related information is prescribed according to a student's interest and aptitude. Distributive Education may be taught him along with a skill which requires knowledge of the marketing area in order that he may function adequately as a tradesman in an on-the-job application of his training. Service Station Mechanic-Attendant is a good example of a trade in which an employee would need training in distributive education, for an employee in this trade should know how to sell, how to take inventory, how to keep stock, and how to set up displays in addition to his skill in servicing and making minor repairs to automobiles.

Personal-social development is one of the areas in which the offender is found to be most deficient. Human relations, manners, health, grooming, budgeting, applying for a job, and citizenship responsibilities are just a few of the subject-matter areas that are essential to a developmental program. The importance of personal hygiene must be tactfully; though

insistently, impressed upon these students. They must be guided to acquire good grooming habits, such as shaving, keeping a neat haircut, shining their shoes, brushing their teeth, and sometimes even bathing. They must learn to take pride in their appearance. If a guidance approach does not work, an instructor may have to be more persistent and straightforward, for good grooming is requisite to a student's getting a job, regardless of how skilled he becomes. Other areas of training, such as the area of human relations, are definitely essential if an ex-inmate is to retain the job for which he was hired.

Treatment by a doctor, or the teacher, is dependent upon application of knowledge and practice of skill. Acquiring knowledge that can be applied to a related occupation or used in real life experiences is more meaningful to a student, especially a deprived student, than learning merely "for the sake of learning." If he knows he will actually use his newly acquired knowledge to make money, learning makes more sense to the offender trainee, and he will put forth more effort than he would make in a public school setting. An instructor should, by all means, explore methods by which the student may generalize the application of the specific knowledge and skills he is learning for a more expansive use. For instance, the bricklayer trainee who has learned to use the scale ruler in transposing blueprints into a brick wall should also learn to use the same ruler in estimating the amount of materials that will be needed to build the wall. With proper directions, he could further learn to do fractions by generalizing his knowledge of the scale ruler.

Very critical to the treatment phase is the student's practice of his newly acquired knowledge and skills, for only practice can provide the experiences that are necessary for him to develop proficiency in the skills. As he becomes competent, he develops the self-confidence he so greatly needs to overcome his fear of failure. A more confident student in turn becomes a better behaved student. Hopefully, his attitudes improve to the extent that he can be considered "cured" and capable of becoming a valuable employee.

Manager

The teacher's managing duties are to plan and organize a total educational program that will include job analysis, lesson plans, schedules, progress charts, and tests, in order that he will be able to let the student know exactly what is expected of him prior to training. Unless these steps are taken prior to training, it is impossible to carry out an individualized instructional program which will use P.I. effectively. Once his training begins, the student can progress at his own rate because he knows exactly what to do next as he completes a particular program or lesson. An advanced student becomes very discouraged if he is held back until other students catch up in a class situation where the instructor is teaching the students as a group.

Of course, there are some subjects that lend themselves to being taught more effectively through group instruction or a combination of group and individualized methods. Some of the effective methods used in

in teaching a group are lectures, discussions, films or filmstrips, and records. Demonstrations, role-playing, and projects can be used either with a group or with the individual student.

Individualized techniques include the use of programmed instruction, textbooks, workbooks, and study guides. Some teaching techniques combine group and individual instruction by using PerceptoScope materials, programmed lectures, films, and games.

## PERCEPTOSCOPE

To assist inmate trainees with extremely low educational levels to read well enough to master shop-related classwork, a reading improvement class was set up in the Draper project. The Supplementary Instructor reported that trainees complained about having to attend, were often late in getting to class, and dreaded the humdrum practice that is inevitable for a person learning to read. After investigation of the PerceptoScope and the reading programs designed for it, the staff agreed to try out the instrument with the special reading group. The trainees' attitudes toward the class changed immediately. So eager were they to continue the class that they were willing to review programs they had already completed when the project could not get additional programs.

The PerceptoScope meets all visual-aid needs with one instrument. It enables the instructor to use still projection for material requiring extended viewing and discussion. Its tachistoscopic projection feature helps viewers to develop the skill of rapid and accurate perception. Motion pictures may be used with variable speeds of from 1 to 24 frames

per second and may be instantly stopped and reversed. It is possible to use a front and back film superimposed and projected together for controlled reading exercises which require precise pacing.

The mechanical gymnastics that are possible with this machine are particularly effective in holding the interest of inmate trainees who have little or no motivation to participate in a reading improvement program.

Much of the trainees' success in the Draper reading program must be attributed to the instructor's creative use of the instrument. His enthusiasm in making a game of learning seemed to draw the most reluctant learner into active participation. If trainees were sensitive about answering questions individually, he would get them to choose partners and compete with other partners. As soon as he sensed that they were ready to compete on their own, he would break up the partnerships, and trainees who by then had gained self-confidence by working in a partnership were eager to outdo their former partners.

The following grade level increases derived from pre- and posttest scores on the Metropolitan Achievement Test (Reading Comprehension):

READING IMPROVEMENT CLASS

| | Grade Level Increase of Non-participants | Grade Level Increase of Participants* |
|---|---|---|
| Auto Service Station Mechanic-Attendant | 3.2 | 2.3 |
| Barbering | -0.5 | 3.0 |

| | | |
|---|---|---|
| Bricklaying | .9 | 2.5 |
| Electrical Appliance Repair | -.8 | 2.1 |
| Welding | .8 | 2.6 |
| Total Average grade increase in reading comprehension | .7 | 2.5 |

*Participants in Reading Improvement Class received a total of 40 hours of instruction.

The student with the highest grade gain had a beginning reading level score of 4.9 which he increased to 9.7, a gain of 4.8. (His beginning total composite average score was increased from 6.9 to 9.2 for an overall gain of 2.3) The student with the lowest increase had a beginning reading level of 6.8 which he increased to 7.3, a gain of .5. All students in the special reading program showed a total composite average increase of 2.5, reflecting significant grade level gains in all subtest areas of the post achievement test.

Some of the intellectual games now on the market are excellent methods by which certain subject matter can be taught. Interest in academic subjects is stimulated by the use of intellectual games, according to reports from Nova School, Ft. Lauderdale, Florida. There, educators are experimenting with intellectual games and finding them beneficial for the academic growth of their students. Experiments show that there is definitely an increase in the rate of learning when compared with other instructional methods used to teach mathematics. Nova School reports indicate that students like the games and are learning unusual skills from their use of them. The

fact that students enjoy this technique of learning seems to be in their favor, expecially if they are used with groups who become very easily bored.

Regardless of what methods are used, the students need close supervision in educational and related activities which are designed to help them to develop as total persons. Thus, supervision is another vital function of the teacher who acts as a manager. Keep in mind that the main purpose of supervision is to assist the students in solving problems and to encourage production.

A manager who understands the best methods of meeting individual needs is one who knows how to best motivate a group or an individual. Psychologists agree that while motivation may be either positive or negative, it should support desirable learning behavior. Reinforcers--rewards for progress--are considered to be excellent motivational devices because they meet a student's need to be recognized.

In our program at Draper, we consider the Outstanding Student Award as one such reinforcer. Every two weeks the vocational project selects an outstanding student from each of the seven courses. Students accumulate points on the basis of a rating scale which is completed daily by the instructors. Training progress, personal hygiene, personal-social relations, reliability, and interest are emphasized. The students who accumulate the greatest number of points every two weeks receive a small monetary award which is presented in a chapel program. In addition, the outstanding students are written up in the prison newspaper and have their photographs

posted on the school bulletin board. The photographs are later presented to the students who win this honor.

A balancing, though negative, feature of this award is that 25 points are deducted from a student's total if he received disciplinary action during the two-week period.

Compliments encourage a student to improve his performance. Other positive reinforcers that we use include the following: the opportunity to earn a certificate of high school equivalency, MDTA Graduation Certificate, money for prescribed achievement, reports for placement and parole, rating sheets, trophy for the week, tests, opportunity to serve as instructor's assistant, and progress charts.

One of the most successful ways in which an instructor can motivate a student is to show a sincere interest in his progress and to make sure that the student's instruction is related to his chosen occupation. Another way is to challenge the student by assigning obtainable goals, then gradually but continually raising the goals as he progresses. Allowing the student certain training-related privileges, as long as he does not abuse them, is another motivational force. The inmate who has seldom been given an opportunity to show that he is trustworthy responds favorably to an instructor who creates opportunities for him to develop his trustworthiness.

A teacher who wants the respect and confidence of his students should remain calm in spite of what happens. To let students know that they can irritate or disturb him to the point of losing his temper is the quickest way for a teacher to lose control of the situation.

One vocational instructor, whom I know, had difficulty in communicating with his students. He, unfortunately, was an explosive person who easily lost his temper. When one of his students inadvertently bumped him as they met in a doorway one day, the instructor attacked the student verbally, using very abusive language, before the student had a chance to apologize. This is only one of the many occasions on which he quickly and easily lost his temper. His students began to lose respect for him because they needed a more stable person to whom they could look for guidance and with whom they could identify.

A teacher who is working with offenders is in a position in which he simply must behave maturely, for however immature his students may act from time to time, they need to be treated as mature adults if they are to be expected to grow into that role.

A student's interest in learning is usually contingent or dependent upon his needs or interests. If these contingencies are planned and managed to fit each student's needs, the probability rate of learning can be much higher than if they are left to chance. A good teacher is what we call a <u>contingency manager</u>.

Occasionally it is a difficult problem for the teacher to discover just what will motivate certain of his students. One student in the third section of Auto Service Station Mechanic-Attendant training who entered the project with an extremely low educational achievement level seemed to be an impossible case. His vocational instructor was unable to get him to respond to any questions, nor were the Supplementary or Basic Education Instructors any more successful. He seemed to be either so

disturbed or disinterested that on many occasions he did not even acknowledge their questions. At other times, he seemed unable to respond.

The problems being encountered with this student were mentioned at a staff meeting where the low educational achievement of many of the trainees was noted as hindering the overall progress of the training program. The welding instructor shared his own technique of reading aloud to a student who was unable to comprehend classwork, and the Auto Service Station Mechanic-Attendant Instructor, responding to the suggestion, noted that if one considered the student's apparent motivation, someone would have to also listen for the trainee in question. The problem of trying to communicate with this student was a desperate one, and when all efforts failed, the student was referred to the counselor to be dropped from training.

Painstakingly the counselor attempted to reach the trainee. After coaxing him to relax and feel at ease, the counselor was finally able to get the inmate to mumble a few words and phrases. Although his message was incoherent, the counselor was encouraged and decided not to drop the student right then. This first session with the counselor after training began was somewhat significant in that the trainee then reported for counseling sessions on a voluntary basis, although he still had a great deal of difficulty in stating his problems.

While the counselor and instructors knew that perhaps little could be done to train the boy as an entry-level tradesman, they also knew

that a great deal of progress would have been made if he could be led just to communicate with others. Therefore, they allowed the student to continue in training where he remained, for a while, completely uncommunicative, sometimes falling asleep in class.

When the trainee first entered the Supplementary classroom and the instructor asked his name, fellow students had to reply because he only mumbled. Many of his fellow students laughed. One, coming to his defense, remarked, "He may not be able to talk, but you ought to hear _____ sing." The trainee was obviously embarrassed, so the instructor merely replied that he would like to hear him sing sometime, then let the subject drop.

Some weeks later, the instructor was putting away a series of Earl Nightingale tapes to which the class had been listening when he noticed this student staring at the tape recorder with obvious interest. The trainee finally mumbled several words and the instructor realized that he wished to know if the recorder made tapes. Nodding his head, the instructor showed the student the microphone. The boy's face lighting up was something to see. At this moment, one of the other students asked, "Why doncha sing a song, _____?" There was no response for several moments. "Wanna borro that s'time," the trainee finally mumbled, then walked out of the classroom. This was his first occasion to make a response in class.

Because of his low educational achievement level, this student was naturally assigned to the reading improvement class, and it was there

that he became fascinated with the taping equipment and began to talk into a recorder. Of course, his reading performance was very poor, he drew rather than wrote his name, and his progress in the judgment of an outsider would have been nil. Nonetheless, the instructor, noting the trainee's interest in the recording equipment and the color in his voice when he recorded, paced his approaches very carefully and deliberately. On the next occasion when the larger Supplementary Class used the tape recorder, the instructor asked the trainee if he wished to sing into the microphone. The boy accepted the offered microphone, but was unable to perform. The instructor promised him he might try again another day.

On the second occasion when he was offered the microphone, the trainee said, "Start the music," and started clapping. Someone laughed. And again he was unable to sing, although he appeared to be very anxious to do so. Sensing the trainee's embarrassment, the instructor left the room to see what would happen. Just about that time, I walked down the corridor and found the instructor standing outside the classroom. He explained what was going on, and, by then, we both could hear the trainee clapping out a rhythm on the table and singing to his heart's content.

When the instructor returned to the room, the trainee handed him the microphone and tried to speak. Since he could not, he took the mike back and sang, "Thank You."

So effectively had the boy been able to express himself musically that this episode was shared with his vocational instructor who allowed

him to make a set of bongo drums. As a reward for progress made by the entire class, the trainee was allowed on several occasions to play the drums and sing for the other students.

The combined efforts of the instructors and the counselor in reaching this trainee have been richly rewarding. He began to inquire of his instructors on Monday if they had a nice week end. One day when the Supplementary Instructor visited the vocational class, the trainee noticed a chair was not available for him and offered his own.

One might wonder just how this student's progress may be evaluated. We can't say that he is the best student in the class, nor can we say that he is ready to get a job. But we do know that he has made more progress than most of the boys in the class because he had farther to go. Although he will need additional training after graduation in order to perform at entry level, one of his greatest blocks to learning has been removed, for he is currently a wellspring of verbalization.

It is important that this boy be placed in a job where he can receive additional training and where the channels of communication can remain open.

Evaluation is a touchy subject, unless it is approached in a manner that allows the student to understand what progress he has made and what specific ways he can improve. Feedback from a fair test or from an instructor's observation of the student's performance will allow the teacher and the student to determine which areas need improvement. This feedback can be in the form of progress charts and rating sheets. Since no student wants to be embarrassed by this information if it is unsatisfactory,

it is best to avoid public announcement of poor or failing grades. If failures do occur, the teacher and student should take stock and find out exactly what the trouble is. It might be the teacher's fault. Maybe test questions were not clear, or perhaps they were tricky. It could be that the teacher is guilty of making errors in his rating. Errors may be reduced if a rating form is developed very carefully and is conscientiously kept each day.

The easiest way to avoid this task of rating is to say that these people do not want to be tested or graded. I will agree with you, if the same methods of grading that were sometimes used by their teachers in the past are still the criteria for testing and grading. But, if a good diagnostic or rating form with minimum error is employed and the teacher explains to the students the real purpose of testing and rating, a good measurement of students' progress can be made. As long as these methods of evaluation are properly used, the students will ask for this measurement. In fact, not only will the students demand it, so will potential employers.

Evaluation can motivate the student or it can discourage him, depending upon the attitude the teacher takes about it. If a teacher fails to provide a fair system of rating a student, or if he is careless in his record keeping, he may well do more harm than good. When he is effectively evaluating a student, the interest a teacher can show in the student's personal needs and progress can be the key to motivating the student to make the desired response.

## IN-SERVICE TRAINING

The teacher who works with offenders will require specific training for some of the roles he will need to play. For instance, a teacher who is also a friend and counselor should understand the personal problems and needs of the inmate. Techniques in counseling is an excellent area, then, for in-service training. Human relations is another. The doctor who is respcnsible for the diagnosis, prescription, treatment, and cure should know how to use different types of instruments for assessment and how to interpret their results diplomatically; he should know how to observe carefully, to determine deficiencies in basic education, vocational training, and personal-social development, to relate education to chosen occupations or real-life situations, to provide means of practicing skills, to recognize behavior change that would lead to employability. Both experience and training are necessary if these duties are to be effectively carried out.

Specific training is also required for the teacher who, as manager, must learn how to do job analysis and lesson plans, to schedule various activities, to develop good progress charts and tests, to use various teaching techniques, and to effectively supervise, motivate, and evaluate students. The training and experience necessary to effectively fulfill these roles of friend, doctor, and manager will take a great deal of time and effort, but a good teacher should be dedicated and interested enough to learn how to best serve his students.

In-service training may be in the form of conferences, workshops, programmed instruction, references, and current publications which pertain

to the teacher's problems. This in-service training is absolutely essential to the personal growth and development of the teacher and, in turn, to the growth and development of the offenders whom he will teach.